

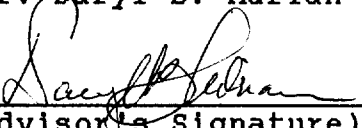
Mrs. Frisby and the Rats of NIMH:
A Journey for Children

An Honors Thesis (HONRS 499)

by

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Muncie, Indiana

April, 1992

May 2, 1992

unit, and an evaluation of the lessons, student performance,
and teacher performance.

PART ONE:

**THEORY AND
EVALUATION**

This reading unit is designed for average ability third grade children. The difference between this unit and other reading units being implemented in most schools today is that it does not use a school-adopted basal reader, but instead a popular piece of children's literature. It implements many of the important reading skills present in basal readers, while it holds the children's interest with its delightful story.

When I began my student teaching, one of the first subjects given to me to teach by my supervising teacher was reading. For one week I used the basal reader, but I was not happy with my reading lessons. I was rather bored, and I knew that if I was bored that the students probably were too. I was having difficulty projecting enthusiasm and I was sure that my students could see this. I therefore decided that I needed to try something different.

In my studies at Ball State University, I had a reading professor who taught us the DRTA (Directed Reading Thinking Activity) as an alternative to the DRL (Directed Reading Lesson) which is taught in most reading methods classes at Ball State. While the DRL focuses on the basal reader whose stories are written around a list of carefully chosen words and the breaking down of skills, the DRTA focuses on the use of good children's literature and the integration of reading skills to better comprehend what is being read. I have used the DRTA model with individual children, and I was very

modified way to teach the children reading for the duration of my student teaching.

After gaining approval from my supervising teacher, I chose Mrs. Frisby and the Rats of NIMH by Robert C. O'Brien as the focus of my unit. The class I was assigned to had a very wide range of reading abilities, so I needed to find a book that challenged the higher level students, while capturing the interest and desire to read in the lower ability children. Mrs. Frisby and the Rats of NIMH filled both of these requirements.

The DRTA lesson has at least four different components in every lesson. There is always a guided reading segment, an independent reading segment, and two sections that are chosen based on the needs of the children. These can include cloze procedures (the children use context clues to fill in blanks), word activities to help children see different letter and sound patterns, and enrichment activities that correlate to the story of focus. More activities can be added based on the needs of the child.

One characteristic that I like about the DRTA is that it is very individualized and structured around the needs of the child. I have successfully used the DRTA model in tutoring sessions with two children at a time; in these sessions I tutored one child while the other child worked on a independent portion of the lesson. This characteristic made it more difficult to use with a class of twenty-eight

children. This individualized but structured characteristic, however, makes it more difficult to use with a class of twenty-eight children. I therefore decided to have the children work in four stations for each one hour period of reading each day. The first week I tried to do all four stations every day, but this sacrificed the depth of the lessons. So I decided to have the children work at only two stations a day, and I changed the stations every two days.

Guided reading is very important in this program. At this station the children and I worked together to solve specific problems that each student was having. I implemented this activity by assigning the 28 children to groups of seven, putting every fourth child on the class list in a group. It was important to me that the children were not ability grouped. I believed the children would have more fun reading if they were not concerned with being in the "smartest" or the "slowest" group. I kept each group for approximately 30 minutes, giving each child time to read at least one paragraph.

I used very specific questioning techniques to guide the children in their reading. Since different children had different problems, the questions were different for each child. In contrast to the procedures for a basal reader, in which questions are provided for the teacher and the students, I did not plan any specific questions ahead of time. I had been trained to ask questions that would

facilitate the understanding of graphophonic (letter), syntactic (grammar), and semantic (meaning) cueing systems. The questions asked depended wholly on the performance of a child on any given day. [Examples of these questions can be found at the end of each lesson in the second part of this project.] After each child finished reading a paragraph, I explained to the group several things the child had done well, what s/he appeared to be improving on, and something s/he could work on. I focused very heavily on the positive, while pointing out that we can all improve on our reading skills. After several weeks, when the children knew from my comments what good readers should do, I had the children evaluate themselves and each other after each child read. I sometimes had to add things the students had missed, but for the most part, the children were quite able to do this evaluation.

In this station, we also worked on vocabulary. I did not choose vocabulary words ahead of time. Instead, I used the words with which the children had trouble. When a child had difficulty with a word, I always had the child try to pronounce the word before I would offer some help. Once the child understood the pronunciation, it was his/her job to determine the meaning. Each child in the group gave a meaning based on the context of the story, and then had to defend that definition. Most of the time, the children deciphered the meaning of the word without my help.

Another very important part of each lesson was independent reading, which I called S.Q.U.I.R.T. (Super Quiet Uninterrupted Individual Reading Time). In this station, the children were to sit quietly and read Mrs. Frisby and the Rats of NIMH quietly to themselves to practice the problem solving skills they had been learning in guided reading. When I explained this station to other teachers, they expressed concern that the students would not all be in the same place in the book. This indeed is what happened, but I did not view this as a problem.

Many of the problems with traditional reading units is that all of the children progress through the story at the same pace. All children do not read at the same pace, and should not be expected to do so. When a diverse class of students is expected to read at one pace, it is usually at the level of the average student. This often bores the faster readers and frustrates the slower ones. Obviously, in guided reading, we had to all read in the same place, however, since the purpose here is to practice problem-solving and not to get through the book, we would read selections in the book that were manageable to the entire group. Then in S.Q.U.I.R.T. the students could begin there and proceed at individualized rates.

Another concern of teachers was that the children would not use S.Q.U.I.R.T. time productively. At first, the children did not. They needed to be taught how to do so. I

moved the group very close to guided reading so I could monitor the behavior of the group, and explicitly discussed the rules for the station and some consequences for breaking these rules. After that, the children used the time very well. Many of the children even finished the book before we were done with the unit. I gave these children a choice. They could either read Mrs. Frisby and the Rats of NIMH again, or they could choose another book to read during S.Q.U.I.R.T. Their choices varied. One student read Mrs. Frisby and the Rats of NIMH three times!

Being able to express oneself through the written word is very important in our society, and the younger a person begins to practice, the better. I therefore added a station on writing in which the children practiced creative writing skills. I varied the writing activities from lesson to lesson so that the children would not become bored. They wrote original stories, filled in cartoons in which the words had been removed (creative writing and inferencing), completed story maps (comprehension and inferencing), and completed prediction charts (higher level thinking skills such as evaluation). Sometimes the children evaluated each others' writing and made suggestions. Sometimes writing time was used for revision.

At the fourth station I used many different activities to make the children think and to hold their interest in Mrs. Frisby and the Rats of NIMH and to show the children that

reading could be fun. These activities included drawing murals to depict scenes in the story that were not exactly explained (inferencing skills), a pathfinder game (higher level thinking skills), and a "Who am I?" game (comprehension). I also incorporated general skills areas found in the basal reader, such as figurative language, and point of view.

At least once every week I brought the class together for reading activities. This way I could evaluate the children's progress as a class. It also benefited the children who needed a break from the routine. On these days we often spent approximately half an hour focused on specific skills from the basal reader and half an hour completing an activity for Mrs. Frisby and the Rats of NIMH. I often used this opportunity to do shared reading, in which I would read Mrs. Frisby and the Rats of NIMH to the children as an example of fluent reading and so the children could practice their oral comprehension skills. I also practiced vocabulary with the children at this time, much the same way I did in guided reading. With my exaggerated facial and verbal expression it was easier for the children to use context clues to determine the meaning of an unknown word.

One activity that was especially motivating for the children was videotaping. Whenever they did an especially thorough job on an oral assignment, I would reward them by videotaping their performances. The children worked very

hard on assignments that were to be videotaped. They were more inclined to progress carefully through all the steps of the writing process. They not only practiced their verbal communication skills, but they later watched the video and evaluated their performances quite effectively. Most of the children remembered what they had learned about their speaking skills on the first tape, and improved the next time.

Many of the methods I used in this unit differ greatly from the traditional teaching of reading in the elementary schools. I taught vocabulary as we read the story, instead of before. I did not ability-group the children, and I did not require the children to read at the same pace. I used questions that encouraged many different answers, and I accepted any answer that could be adequately defended. My main reading objectives were for the children to use all three cueing systems in an integrated way to solve problems, rather than to always "sound out" problem words; to monitor their own reading and know their own strengths and weaknesses; to read fluently and with expression; and to use higher level thinking skills to assess a story. My main writing objectives were for the children to write stories that were clearly from a particular point of view, and to be able to tell the same stories from another character's point of view; to utilize the entire writing process; and to enjoy writing.

I was very pleased with the students' performance on the test given at the end of the unit. The test was quite different from most third grade tests, as it contained short answer questions and higher order thinking questions. No student scored below a "C".

I was also pleased with my performance as an instructor in teaching this unit. My main objective for me was to be a guide instead of just a giver of information. I wanted the children to learn how to discover things on their own. Based on discussions with the children and their performance on the test, I feel I met this goal.

I rarely gave answers to the students; I always urged the children to try to solve the problems before I would help them. After a student had tried to solve a problem, I asked the other children to help, but not merely give the answer. This was difficult to teach. Often in reading, when a child has difficulty with a word, other children are instructed to tell the child the word. My students were not allowed to do this. It took several weeks, but the children learned to guide the child to the correct word and meaning by asking the child to read the phrase before the word, skip the word and read to the end of the sentence, to think of a word that looked like that word that would make sense, and to break the word into parts.

I also wanted to teach the children the difference between "good" mistakes and "bad" mistakes readers make. I

also met this goal. The children understood that it was all right to read a word wrong if it didn't change the meaning of the story. They likewise learned that it was all right to reread the words preceeding and following a difficult word.

In retrospect, there are some things I would do differently if I were to teach this unit again. I would choose a shorter, easier book when introducing this type of unit to a class. The book I chose was a little difficult for some of the children in the class. It was also quite long for many of the students. Since the methods are so different that what the children are used to, I would spend more time explaining the way the unit would be taught. I probably did not do this very well. At least I am confident that if students had understand the reasons for doing what they are doing, they will be able to adapt rather readily to the structure and process of stations in learning.

The best indicator of the success of this unit was the students themselves. Several times they came to me and said, "Ms. Chalmers, we really like the way we are doing reading." It was very rewarding to see students who formally had been failing in reading now suddenly become excited at reading time and really try their best, and most importantly, succeed. I could have taught reading from the basal reader and made it very easy on me, but knowing that my extra work helped students enjoy reading and to learn so effectively was very well worth the extra effort.

PART TWO:

PRACTICE OF

THEORY

Reading List

Base, Graeme. Animalia. Illustrated by Graeme Base.
New York: Harry N. Abrams, Inc., 1986.

dePaola, Tomie. Legend of the Indian Paintbrush.
Illustrated by Tomie dePaola. New York: Putnam, 1987.

O'Brien, Robert C. Mrs. Frisby and the Rats of NIMH.
Illustrated by Zena Bernstein. New York: Atheneum, 1971.

Scieska, Jon. The True Story of the 3 Pigs.
Illustrated by Lane Smith. New York: Scholastic, Inc.,
1989.

1-21-92

READING LESSON

Objectives:

1. The children will list and explain the three things to do when they come to a word they do not know.
2. The children will listen to an example of fluent reading, and create a story map of chapter one.
3. The children will predict what will happen in the chapters to come.

Materials:

- a copy of Mrs. Frisby and the Rats of NIMH for each child and instructor
- bookmark handout
- story map form

Activities:

- give children bookmark handout
see attached handout
- I will read the first chapter aloud to the children as an example of fluent reading and to get the children interested in the story.
- I will discuss with the children the three points listed on the bookmark regarding what to do when one comes to an unknown word.
- As a class, we will complete a simple story map to check their understanding of the story so far.
- Using what they know about the story so far, the children will discuss with their partners what they think will happen next. Before they begin this activity, I will explain that there are really no wrong answers since we haven't read the rest of the story yet.
- HOMEWORK--read next chapter and bring an unknown word for the next day.

Questions:

- Tell some of the things the author did to make the characters in this story seem like real people.
- What things did the author do to make readers like or dislike each of the characters?
- Who is the main character? How do you know?
- Why does the main character act the way she does?
- Tell me why you think that is going to happen next. What did the author say that makes you believe that?

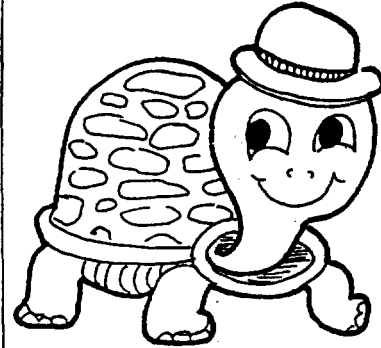
What Should I Do?

Dear Parents,

Today my teacher taught me what to do when I am reading and come to a word that I do not know. She said I should skip the word and read the rest of the sentence or the next sentence. Then I can go back to the word that I do not know and try to figure out the meaning of it. For example, if I read the sentence "Tina's dad *admonished* her" and I don't know the word *admonished*, I can skip it and read on. If the next sentence says, "Her dad told her never to do that again," I will know the word *admonished* means to warn somebody.

Can I read to you tonight? As we are reading there may be some words I do not know. I will try to figure out the meanings of the unknown words by skipping them and reading the following sentences. Then I can go back to the unknown words and try to define them. My teacher said I can cut out this bookmarker to keep my place and to help me remember what I should do when I come to words I do not know. Will you listen to me read?

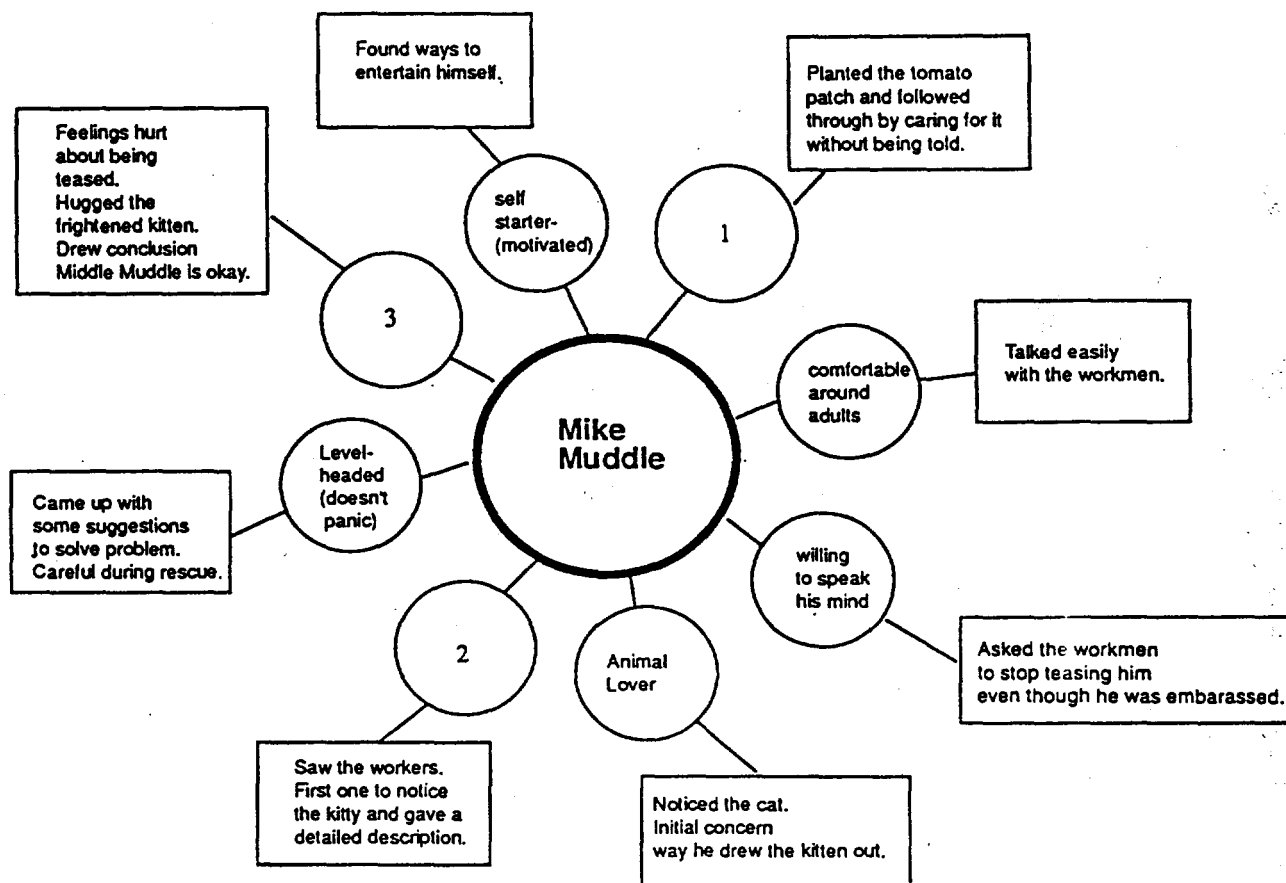
It's as easy as
1 — 2 — 3



When you come to a word you do not know, you should:

1. Skip the word.
2. Read the rest of the sentence and the next few sentences.
3. Go back to the unknown word and try to figure out its meaning.

Figure 7
Drawing conclusions story map



Possible answers: (1) responsible, (2) observant, (3) sensitive

- advance organizer. In H.L. Herber and J.D. Riley (Eds.), *Research in reading in the content areas: The fourth report* (pp. 171-173). Syracuse, NY: Syracuse University Reading and Language Arts Center.
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- means of improving reading comprehension. *Learning Disability Quarterly*, 10, 214-229.
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- Pearson, P.D. (1985). The changing face of reading comprehension. *The Reading Teacher*, 38, 724-738.
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1-22-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently to solve problems on their own using the three instructions on their bookmarks.
3. The children will complete an attribute web (see attached sheet) of a given character to display higher level comprehension of the story so far.
4. Using what background knowledge and context clues, the children will discover the meaning of unknown words they have found.

Materials:

- a copy of Mrs. Frisby and the Rats of NIMH for each student and instructor
- a blank attribute web for each student
- a blank vocabulary chart for each student

Body:

I will assign the children in groups of seven to work at four stations. They will be at each station approximately 15 minutes.

Station 1 (Guided Reading):

- I will ask for predictions before we begin reading chapter two. Each child will then read aloud. When one comes to a word he or she does not know, I will help them use our three steps for attacking unknown words. I will encourage overdramatization of the text to emphasize fluency and expression.

Questions: Knowing what you know from what we read yesterday, what do you think will happen in the story today?

You said, "Mrs. Frisby was wormed." This word (wormed) looks a little like wormed, but does that make sense? Knowing what you know about Mrs. Frisby, what word would

make sense there? Good, worried. How did you know it was worried and not wormed?

How could you read this so that it is more interesting to the listener? Try it.

Station 2 (Super Quiet Uninterrupted Reading Time):

-The children will read Mrs. Frisby independently to practice using the three techniques we have discussed to solve problems on their own.

Station 3 (Attribute Web):

-Each child will be assigned a character and will complete an attribute web on that character. Instructions will be listed at the station.

Station 4 (Meaning Vocabulary):

-The students will bring an unknown word to the session. (And where it is located in the text.) Each student's word is written in the middle column of a chart (photocopy one for each child). Each student will read the paragraph the word is located in aloud. He will then give a context derived definition (Everyone MUST try, encourage risk taking and give lots of reinforcement to students who take risks.) If the student does not quite understand the word, guide him to the meaning. In the left hand column of the chart, write an antonym for the word. (In order to decide on an antonym, a child must really understand the word.) Then in the right hand side have the children write synonyms for their words.

Questions: Knowing what you know about the story, what do you think that word means?

What does the story say that makes you think that is what the word means?

What would be a word that means the opposite of your word? What word means the same thing?

Attribute Web

The attribute web below is designed to help you gather clues the author provides about what a character is like. Fill in the blanks with words and phrases which tell how the character acts and looks, as well as what the character says and what others say about him or her.

The diagram is an attribute web for character analysis. It features a central circle labeled "Character". Four lines radiate from this central circle to four rectangular boxes: "Acts" (top-left), "Feels" (top-right), "Looks" (bottom-left), and "Says" (bottom-right). Each of these four boxes is connected to a set of four numbered lines (1., 2., 3., 4.) for taking notes.

Acts

1. _____
2. _____
3. _____
4. _____

Feels

1. _____
2. _____
3. _____
4. _____

Character

Looks

1. _____
2. _____
3. _____
4. _____

Says

1. _____
2. _____
3. _____
4. _____

4. Teach antonyms as well as synonyms of known words. Edgar Dale once stated that when a student can give the opposite of a word then s/he truly understands the word's meaning. Also, research has shown that antonym production facilitates synonym production. Try this activity:
- (a) Make a board with spaces for words, like this

- (b) Place target words written on strips in the center section.

	Sad	
	Small	
	Close	
	Smooth	

- (c) Have the student select strips on which antonyms for the target words have previously been written. The student should place these in the blanks on the left side of the board, like this

gloomy	Sad	
	Small	
	Close	
	Smooth	

1-23-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read silently to practice problem solving skills on their own.
3. The children will play a game that practices higher level thinking skills.
4. The children will write a story from another character's point of view to demonstrate comprehension.

Materials:

- a copy of Mrs. Frisby for everyone
- Pathfinder game
- paper and pencil (each student)

Body:

The children will again work in stations.

Station 1 (Guided Reading):

- See previous lesson.

Station 2 (S.Q.U.I.R.T.):

- See previous lesson.

Station 3 (Pathfinder Game):

- See attached game and questions.

Station 4 (Writing):

- The children will use this time to begin another version of the story we have read so far from another character's point of view.

- Questions:
- What do you know about the character so far?
 - How much does this character know about the other characters and what they have been doing?
 - How does this character feel about what is going on in the story?

PATHFINDER GAME

Questions for those landing on blank spaces:

1. What do you think was the most important action of the main character?
2. Did you enjoy the story? Why or why not?
3. Was the story fiction or nonfiction? How do you know?
4. Tell three events in the story you think were important?
5. Did anything happen in the story that was not believable? What?
6. Tell something you did not like in the story?
7. What kind of person do you think the main character really is?
8. What feeling do you think the main character had most often?
9. What character did you like best? Why?
10. Which character do you think plays the most important part in the story?
11. Could the main character have done everything s/he did without any help? Why or why not?
12. What do you think might have happened to the main character after the story was over?
13. Think of another title for the story.
14. What did the main character learn in the story?
15. From your point of view, was the problem in the story solved satisfactorily? Why or why not?
16. What did other characters do to help the main character?
17. Did you enjoy the ending? Why or why not?
18. Did the characters treat one another fairly? Why or why not?

Adventure Cards:

1. How would the story have differed if the setting was in a foreign country?
2. Tell a different ending for the story.

GU

Adventure ★

CAUGHT
IN
RAPIDS

Questions

Lost
in
Pine
Forest

Caught
in
rapids

Caught
in
rapids

Adventure ☺

HOME



Discover
Berry
Patch

Adventure !

Adventure ♥

Lost
in
Pine
Forest

Discover
Berry
Patch

Adventures

Pathfinder



3. How would the story have differed if the setting was:
(Choose one)

- a. a desert
- b. a jungle
- c. 100 years ago
- d. another planet
- e. in the future

4. What kind of hobbies do you think the main character would enjoy?

Lost in the Pine Forest

*Lose a turn.

Caught in the Rapids

*Lose a turn.

Discover Berry Patch

*Take another turn.

1-24-92

READING LESSON

Objectives:

1. The children will use a prediction chart to explore what they have read so far and what they think will happen next.
2. The children will look at the attribute webs they completed earlier in the week and discuss whether or not they still feel the same way about the character as they did before and why.
3. In pairs, the children will evaluate each others' stories using a Writing Buddies Checklist. They will then revise their stories using the suggestions from their partners.
4. The children will demonstrate knowledge of the characters we have met so far by playing "Who Am I?"

Materials:

- prediction chart for every student
- copy of Mrs. Frisby for everyone
- Writing Buddies Checklist for everyone
- Attribute webs from before
- index cards with the characters' names on them

Body:

- Complete prediction chart as a class
- Hand out attribute webs from 1-22-92 and discuss what the students know now about the characters compared to what they knew earlier in the week.
- In pairs, the children will read each others' stories and complete the Writing Buddies Checklist.
- the children will get their stories back and revise them using their partners' suggestions.
- play the game, "Who Am I."
(The children get in their station groups. Tape the name of a character to each child's back. Take turns--Each child asks one question about his character, and may make one guess. When a child guesses who he is he must explain how he knew. Continue until each child guesses. Link this activity to inferencing.)

Prediction Chart

What characters have we met so far?	What is the conflict in the story?	What are your predictions?	Why did you make those predictions?

**STUDENT
PAGE**

WRITING BUDDIES' CHECKLIST

Read your writing aloud to your partner. As you and your partner revise and edit your writing, be sure you can answer "yes" to all these questions. If you had to check "no," do some more thinking.

	YES	NO
1. Do I have a beginning?	_____	_____
2. Do you understand everything I've tried to say?	_____	_____
3. Are all the sentences and paragraphs in the right order?	_____	_____
4. Is each sentence complete?	_____	_____
5. Does each sentence sound right and make sense to you?	_____	_____
6. Are some sentences too short? Too long?	_____	_____
7. Did I use enough descriptive words or phrases?	_____	_____
8. Are all the words spelled correctly?	_____	_____
9. Did I follow punctuation rules (commas, periods, question marks)?	_____	_____
10. Do I have an ending?	_____	_____



1-27-92

READING LESSON

Objectives:

1. The children will listen to example of fluent reading.
2. The children will compare/contrast The True Story of the 3 Pigs with the traditional story.
3. The children will explain the importance of being able to correctly fill out forms.

Materials:

- The True Story of the 3 Pigs
- paper and pencils

Body:

Story--

- I will read the story aloud to the class.
- The children will compare and contrast this book with the traditional story.
- The class will choose another fairy tale. We will go around the room, telling this fairy tale from another point of view. Each child MUST participate.
- HOMEWORK--We will brainstorm as a class to come up with a list of fairy tales. Each child will pick a fairy tale and rewrite it from another character's point of view.

Skills--

FILLING OUR FORMS--SEE TEACHERS EDITION

Questions:

- How was this story different from the way you have heard it before?
- What did you think of the story?
- Had you ever thought about how the wolf might have felt about everything that happened?
- Which do you REALLY think is the true story? The one told from the pigs' point of view or the wolf's point of view? Why do you think so?

1-28-92

READING LESSON

Objectives:

1. The children will organize 5 minute skits based on the stories they turned in.
2. The children will performs their skits in front of a video camera.

Materials:

- construction paper
- crayons, markers, pencils
- video camera

Body:

- I will choose the four or five best stories.
- The writers of these stories will be group leaders. I will assign the other children to groups randomly.
- I will assign each child a character from the story, and I will assign one child in each group to design a poster for the skit.
- The children will organize and practice the skits for 20-30 minutes.
- I will videotape each 5 minute skit. The other children will sit quietly and watch.

Questions:

- What kids of things do you need to think about while you are planning you skits? Think back to when we wrote the commercials for "A Day When Frogs Wear Shoes."
- What ways can you think of to make sure everyone is helping, and not just one or two people?
- What can we do as a class to make sure things don't get out of hand while we are working on these skits?
- How can you budget your time so that you are ready to be videotaped in 20-30 minutes?

1-29-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently to solve problems on their own using the three instructions on their bookmarks.
3. The children will create and explain a mural showing the scene in Mrs. Frisby where Mrs. Frisby is first going to visit Mr. Ages to get medicine for Timothy. The second day, the children will draw a mural of the Frisby home.
4. Based on what the children have read so far, they will write short stories explaining what would have happened if one of the characters had made a different choice in the book.

Materials:

- a copy of Mrs. Frisby for each student and instructor
- a large piece of butcher paper for the mural
- crayons, markers, pencils
- writing paper

Body:

The children will work in stations. There will be four stations. The children will be at each station approximately 15 minutes.

Station 1 (Guided Reading):

-I will find out approximately how far along the children are in the book. We will discuss what has happened so far. I will use some of the questions from the Pathfinder Game to get the discussion going. Each child will then read aloud. When he/she comes to an unknown word, I will help him/her use the three steps listed on our bookmarks to attack the word. I will encourage overdramatization of the text to emphasize fluency and expression.

Questions: How could you read this so that it is more interesting to the listener? Show me.

How would the other characters have been affected if Mrs. Frisby had a different personality than she does?

Based on what you know about this character, if she could step out of the story and come to your house, what might she like to do for fun? What did you read in the story to make you believe that?

Tell me something that the story does not tell us about Mrs. Frisby that you would like to know.

Station 2 (SUPER QUIET UNINTERRUPTED READING TIME):

-The children will read Mrs. Frisby independently to practice using the three techniques we have discussed to solve problems on their own.

Station 3 (Mural):

-I will hang a large piece of butcher paper on the wall. I will assign the scene in the story where Mrs. Frisby goes to talk to Mr. Ages about medicine for Timothy. The children will design and create a mural depicting this scene. At the end of reading time, we will look at what has been done so far. I will have the children explain why they placed things the way they did and what in the text told them to draw the picture in this way.

Questions: Explain what has been drawn so far?

How did you know how and where to put things on the mural?

What in the story helped you make these decisions?

Station 4 (Writing):

-The children will use this time to write a story explaining what would happen if a character made a decision that was different than what is depicted in the book.

Questions: What do we know about this character so far?

What kind of personality does the character have? Why do you think the character make the decisions she makes?

1-30-92

1-31-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently to solve problems on their own using the three instructions on their bookmarks.
3. The children will design symbols that would be helpful to Mrs. Frisby and the other inhabitants of the farm.
4. The children will write a story that depicts one or more characters in a brand new adventure.

Materials:

- a copy of Mrs. Frisby for each child and instructor
- drawing paper, crayons, markers
- writing paper

Body:

- The children will again work in stations. As before, there will be four stations, but the children will only work at two each day. They will be at each station approximately 30 minutes.

Station 1 (Guided Reading):

- see above lesson

Station 2 (S.Q.U.I.R.T.):

- see above lesson

Station 3 (Symbols):

- We will discuss TE page 423 as a class before breaking into stations.
- The children will design symbols that would be helpful to the animals living on the farm.

Station 4 (Writing):

- The children will choose one or more characters and write a

brand new adventure that involves that character/s.
HOMEWORK.

Questions: What are the
characters in the
story like?

What kinds of things
do you think he/she
likes to do?

2-3-92

READING LESSONS

Objectives:

1. The children will explain the steps to the writing process and begin to put them into effect.
2. The children will explain the parts of a story.
3. The children will explain and create alliterative sentences.

Materials:

- board with steps to writing process written on it
- TE pg. 439
- Animalia by Graeme Base
- blank paper for alliterations

Activities:

- Turn writing process board so children can't see it. Ask children what they think are things that are important to remember when writing. Accept any reasonable answers.
- Show children board. Compare children's answers to the board. Discuss why these things are important when writing. Post board in a prominent part of the room.
- Parts of a story--see TE pg. 439.
- Read poem at the beginning of Animalia. Ask for responses. Read the book. Discuss alliterations.

HOMEWORK: Children are expected to brainstorm for ideas for a story. The topic is, "The Monster Hunt." A list of ideas is due Tues.

Questions:

- What things do you think we need to remember when we are writing? (a story or anything)
- What do you think we should do in this particular stage of the writing process?
- After hearing the poem, what do you think we are going to hear about in this book? Why do you think that?

2-4-92
2-6-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently to solve problems on their own using the three instructions on their bookmarks.
3. The children will use the ideas they obtained from their brainstorming on Monday to begin a rough draft of "The Monster Hunt."
4. The children will write and illustrate alliterative sentences.

Materials:

- Mrs. Frisby and the Rats of NIMH
- blank paper, pencils, and crayons
- writing paper, list of ideas

Activities:

The children will work in stations. There will be four stations. The children will go to two stations on each day, spending approximately 25 minutes at each station.

Station 1 (Guided Reading)

I will find out approximately how far along the children are in the book. We will discuss what has happened so far. I will use some of the questions from the Pathfinder Game to facilitate discussion. Each child will then read aloud. When he/she comes to an unknown word, I will help him/her use the three steps listed on our bookmarks to attack the word. I will encourage overdramatization of the text to emphasize fluency and expression.

Questions: How could you read this passage so that it is more interesting to the listener? Show me.

Tell me something that the story does not tell us about a character that you would like to know.

How can you figure out what that word means?
What do you think it means? Tell me how you
decided that.

Station Two (Super Quiet Uninterrupted Individual Reading
Time)

-The children will read Mrs. Frisby independently to practice
using the three techniques we have discussed to solve
problems on their own.

Station Three (Alliterations)

-The children will look through Graeme Base's book to get
ideas for more alliterative phrases and sentences. They
will then illustrate their alliterations.

Questions: How can we use alliterations to make our
writing more exciting?

How do you think of your alliterations? Who
can give me one right now without help from
the book? Think for a minute, then try it.

Station Four (Writing)

The children will use the lists they have compiled while
brainstorming to begin a rough draft of "The Monster Hunt."
I will not grade grammar, etc. I will check to see how their
ideas are progressing.

Questions: How did brainstorming before you began writing
help you today?

Did you think of more ideas as you wrote
today? Why do you think you did?

2-5-92

READING LESSON

Objectives:

1. The children will build their vocabularies and practice their dictionary skills when they find the meanings of clues like, "solar spectacles" (sunglasses).
2. The children will explain the parts of a book.

Materials:

- dictionaries
- paper and pencils
- teaching chart 93
- skills practice adapted to Mrs. Frisby

Activities:

- Write "solar spectacles on the board.
- children may use dictionaries or background knowledge to discover what everyday object I am referring to.
- Have students try "molar bristles", and "confidential optic."

HOMEWORK: Come up with as many new ones as possible by Thursday.

- For parts of a book, see TE pg. 445.

HOMEWORK: Skills Practice 109 in our book.

Questions: What do we call words that mean the same thing?

How can you use your dictionaries to discover what everyday object I have written on the board? How could you figure it out without a dictionary?

2-7-92

READING LESSON

Objectives:

1. The children will complete a prediction chart on Mrs. Frisby and compare/contrast it to one that was completed two weeks earlier.
2. After hearing the story, The Legend of the Indian Paintbrush, the children, as a class, will explain the parts of the story.
3. The children will explain why it is important to remember to find out who, what, why, when, and how when interviewing a person.
4. In pairs, the children will interview each other as characters of the Mrs. Frisby book.

Materials:

- prediction chart
- Legend of the Indian Paintbrush
- pencil and paper

Activities:

- The children will fill out a prediction chart. We will discuss how this was done two weeks ago. They will complete this independently.
- I will give the children the ones they completed two weeks ago. The children will compare and contrast them.
- I will read the story. Before I read, I will instruct the children to listen for the different parts of the story. (We will list them on the board before hand.)
- Discuss what kinds of questions are good to ask when interviewing someone.
- List who, what, why, where, when, and how. Discuss why these kinds of questions make interviews more interesting.
- Assign the children characters. Have them plan a list of questions to ask in an interview. (Make sure they brainstorm first) If they complete this step of the writing process, they will begin writing actual questions.

- Questions:
- How do we fill out this chart?
 - How is the chart this week different/same from the one you completed 2 weeks ago?
 - How did you

know how to tell the different parts of the story apart?

- What things do you need to think about as you are brainstorming with your partners for ideas?

Prediction Chart

What characters have we met so far?	What is the conflict in the story?	What are your predictions?	Why did you make those predictions?

2-10-92

READING LESSON

Objectives:

1. The children will listen to an example of fluent reading.
2. The children will explain what Braille is and its basic principles. They will also discuss and explain other ways visually disabled people adapt to a sighted world.
3. The children will write five questions for Mary, a visually disabled high school student, who is visiting the class on Friday.
4. The children will explain why it is important to include who, what, why, where, when, and how questions in an interview.

Materials:

- Mrs. Frisby and the Rats of NIMH
- A Different Way of Seeing
- cards with the Braille alphabet on them
- Braille slate, stylus, eraser, and paper
- paper and pencils

Activities:

- I will read Mrs. Frisby and the Rats of NIMH aloud to the class for approximately 15 minutes. Before I begin reading we will discuss what has happened so far and what the children believe will happen next.
- The children and I will discuss how a blind (visually disabled) person reads. I will distribute the Braille cards. I will demonstrate the Braille slate, stylus, and eraser for the children. We will write some simple phrases on the board in Braille as a class.
- I will discuss the contents of A Different Way of Seeing with the children.
- The children will take about 10 minutes to work in pairs to write approximately 5 questions to Mary, a blind high school student, who has agreed to visit the class and answer the children's questions.
- If time allows, the children will work in pairs to begin working on interviews. We will discuss the kinds of questions to ask in an interview (who, what, why, where, when, and how.)

Questions:

- What has happened so far in Mrs. Frisby? How do you think the characters feel about what is going on? How would you feel? What do you think will happen next? Why do you think so?
- What does visually disabled mean? How do visually disabled people read? Can blind children go to a school like you do?
- What kinds of things do you think need to be adapted for blind people at school?
- If you could talk to a blind person about being blind, what would you ask? What kinds of things would be different? What would be the same?
- What kinds of questions do people ask when they are interviewing others? Why do you think they always seem to ask these types of questions?

2-11-92
2-12-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently to solve problems on their own using the three instructions on their bookmarks.
3. The children will play a game that practice higher level thinking skills.
4. The children will use their creativity to design and explain in writing a device to aid the blind.
5. The children will begin creating and writing interviews of characters from Mrs. Frisby.

Materials:

- Mrs. Frisby
- Pathfinder game
- paper, pencils, and crayons

Activities:

The children will work in stations.

Station 1 (Guided Reading):

-I will discover approximately where the children are at in the book. I will ask for predictions before we begin to read the chapter aloud. Each child will have a chance to read aloud. When a child comes to a word he/she does not know, I will help him/her use the three steps on the bookmark to help him/her discover the meaning. Each child will give his/her own definition. I will encourage overdramatization to emphasize fluency and expression in oral reading.

Questions: Knowing what you know from what we read the last time we met, what do you think will happen in the story today?

You said, "Mrs. Frisby was wormed." This word (worried) looks a little like wormed,

but does that make sense? Knowing what you know about Mrs. Frisby, what word would make sense there? Good, worried. How did you know it was worried and not wormed?

What is one thing you think this person does very well? Why? What is something you think he/she could work on? How?

Station 2 (Super Quiet Uninterrupted Reading Time):

-The children will read Mrs. Frisby independently to practice using the three techniques we have discussed to solve problems on their own.

Station 3 (Pathfinder Game):

See attached game and questions.

Station 4 (Invention to aid blind):

-The children will be instructed to think of a situation that might be difficult for someone who cannot see. They will then design (draw) and explain in writing below the picture a device that would aid a blind person in that particular situation.

Questions: What situations do you do everyday that might be more difficult for a blind person?

What could be done to make these situations easier?

The children will spend approximately 10 minutes working with a partner to write interviews of characters from the book. One student will be the interviewer, one will be the character. They will be instructed to ask who, what, why, where, when, and how questions.

PATHFINDER GAME

Questions for those landing on blank spaces:

1. What do you think was the most important action of the main character?
2. Did you enjoy the story? Why or why not?
3. Was the story fiction or nonfiction? How do you know?
4. Tell three events in the story you think were important?
5. Did anything happen in the story that was not believable? What?
6. Tell something you did not like in the story?
7. What kind of person do you think the main character really is?
8. What feeling do you think the main character had most often?
9. What character did you like best? Why?
10. Which character do you think plays the most important part in the story?
11. Could the main character have done everything s/he did without any help? Why or why not?
12. What do you think might have happened to the main character after the story was over?
13. Think of another title for the story.
14. What did the main character learn in the story?
15. From your point of view, was the problem in the story solved satisfactorily? Why or why not?
16. What did other characters do to help the main character?
17. Did you enjoy the ending? Why or why not?
18. Did the characters treat one another fairly? Why or why not?

Adventure Cards:

1. How would the story have differed if the setting was in a foreign country?
2. Tell a different ending for the story.

Go

Adventure
★

Caught in
rapids

Lost in
pine
Forest

Questions

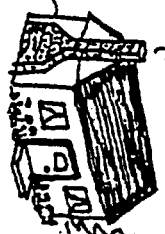
Adventure
!

Caught in
rapids

Lost in
pine
Forest

Adventure
♥

HOME



Caught in
rapids

Adventure
😊

Discover
Berry
Patch



Adventures

Patchfinder

3. How would the story have differed if the setting was:
(Choose one)

- a. a desert
- b. a jungle
- c. 100 years ago
- d. another planet
- e. in the future

4. What kind of hobbies do you think the main character would enjoy?

Lost in the Pine Forest

*Lose a turn.

Caught in the Rapids

*Lose a turn.

Discover Berry Patch

*Take another turn.

2-13-92
2-14-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read silently to practice problem solving skills on their own.
3. The children will fill in blank cartoons as a creative writing activity.
4. The children will experiment with a slate, a stencil, a stylus, and an eraser to write in Braille.
5. The children will apply their knowledge of who, what, why, where, when and how questions to create and carry out interviews of characters from Mrs. Frisby.

Materials:

- Mrs. Frisby
- blank cartoons
- Braille slate, stylus, eraser, and paper
- paper and pencils

Activities:

The children will work in stations.

Station 1 (Guided Reading):

- See previous lesson.

Station 2 (S.Q.U.I.R.T.):

- See previous lesson.

Station 3 (Blank Cartoons):

- Several cartoons with blank bubbles will be available to the children at this station. They will be instructed to study each cartoon before writing the words for it, and to try to match the mood of the cartoon. These will be hung in the hall.

Questions: -How do these characters look like they feel?
-What would you say in their situation?
-What could you say to make this funny?
Sad? Angry?
-Do you think you should write a lot?
A little? Why?

Station 4 (Braille):

-Several slates, styluses, and erasers will be available for the children to practice Braille. They will each be required to try one phrase in Braille, and write what it means underneath.

The children will be given about 10 minutes to work with their partners on their interviews.

READING LESSON

Objectives:

1. The children will play a game that demands higher level thinking skills.
2. The children will listen to an example of fluent reading.
3. The children will complete interviews that utilize who, what, why, where, when and how questions. They will be prepared to have these interviews video taped.

Materials:

- Pathfinder game
- Mrs. Frisby
- paper and pencils

Activities:

- We will play the Pathfinder Game adapted for the whole class. The children will be divided into four teams. For each question, one player from each team will go to the front of the room. I will read the question aloud. The players at the front of the room have 30 seconds to write an answer to the question. They will then share the answers with the class. Each student who has an answer that can be defended will earn a point for their team. After each child has had a turn we will count up the points. The team with the most points wins.
- I will read Mrs. Frisby and the Rats of NIMH aloud to the class for approximately 20 minutes. Before I begin reading we will discuss what has happened so far and what the children believe will happen next.
- The children will work on their interviews in pairs. By the end of the allotted time, the students are to have their questions written down, have practiced them enough so that they are comfortable with them, and created any visual aids they feel are necessary to make their presentations effective.

Questions:

- What has happened so far in Mrs. Frisby? How do you think the characters felt about what is going on? What do you think will happen next? Why?
- Now that you have the basics of your interviews done, what

do you think you could do to make them more interesting for the viewer? Based on what you saw in your last video, what do you think are some very important things we need to remember when we begin taping tomorrow? What do interviewers on TV do to make their interviews more interesting?

PATHFINDER GAME

Questions for those landing on blank spaces:

1. What do you think was the most important action of the main character?
2. Did you enjoy the story? Why or why not?
3. Was the story fiction or nonfiction? How do you know?
4. Tell three events in the story you think were important?
5. Did anything happen in the story that was not believable? What?
6. Tell something you did not like in the story?
7. What kind of person do you think the main character really is?
8. What feeling do you think the main character had most often?
9. What character did you like best? Why?
10. Which character do you think plays the most important part in the story?
11. Could the main character have done everything s/he did without any help? Why or why not?
12. What do you think might have happened to the main character after the story was over?
13. Think of another title for the story.
14. What did the main character learn in the story?
15. From your point of view, was the problem in the story solved satisfactorily? Why or why not?
16. What did other characters do to help the main character?
17. Did you enjoy the ending? Why or why not?
18. Did the characters treat one another fairly? Why or why not?

Adventure Cards:

1. How would the story have differed if the setting was in a foreign country?
2. Tell a different ending for the story.

62

Adventure
★

Caught in
rapids

Lost in
pine
Forest

Questions

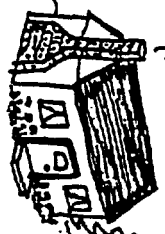
Adventure
!

Caught in
rapids

Lost in
pine
Forest

Adventure
♥

HOME



Caught in
rapids

Adventure
😊

Discover
Berry
Patch



Adventures

Pathfinder

3. How would the story have differed if the setting was:
(Choose one)

- a. a desert
- b. a jungle
- c. 100 years ago
- d. another planet
- e. in the future

4. What kind of hobbies do you think the main character would enjoy?

Lost in the Pine Forest

*Lose a turn.

Caught in the Rapids

*Lose a turn.

Discover Berry Patch

*Take another turn.

2-18-92

2-19-92

READING LESSON

Objectives:

1. The children will read orally for fluency, accuracy, and comprehension.
2. The children will read independently to solve problems on their own using the three instructions on their bookmarks.
3. The children will fill in blank cartoons as a creative writing activity.
4. The children will experiment with a slate, a stylus, and a Braille eraser to write in Braille.
5. Some of the children will video tape their interviews.

Materials:

- Mrs. Frisby
- blank cartoons
- Braille slate, stylus, eraser, and paper
- video camera and video tape

Activities:

The children will work in stations.

Station 1 (Guided Reading):

-I will discover approximately where the children are in the book. I will ask for predictions before we begin to read the chapter aloud. Each child will have a chance to read aloud. Periodically I will ask if anyone wants to change his or her predictions. When a child comes to a word he or she does not know, I will help him or her use the three steps on the bookmark to help him or her discover the meaning. Each child will give his own definition. I will encourage overdramatization to emphasize fluency and expression in oral reading.

Questions: Knowing what you know from what we read last time, what do you think will happen in the story today?

Now that we have read a little, would you like to change your predictions? Why or why not?

Name one thing that a character did today that you would have done differently. Why? How would you have done it?

Station 2 (Super Quiet Uninterrupted Individual Reading Time):

-The children will read Mrs. Frisby independently to practice using the three techniques we have discussed to solve problems on their own.

Station 3 (Blank Cartoons):

-Several cartoons with blank bubbles will be available to the children at this station. They will be instructed to study each cartoon before writing the words on it, and to try to match the mood of the cartoon. These will be hung in the hall.

Questions: -How do these characters look like they feel?
 -What would you say in their situation?
 -What could you say to make this funny? Angry? Sad?
 -Do you think you should write a lot? A little? Why?

Station 4 (Braille):

-Several slates, styluses, and erasers will be available for the children to experiment with Braille. They will each be required to try one phrase in Braille, and write what it means underneath.

The last 20 minutes of reading time will be spent video taping the children's interviews. I will try to tape 4 pairs.

Questions: -What things do we need to be careful of when we are on camera?
 -How will you speak when on camera? Why is this so important?

2-20-92

READING LESSON

Objectives:

1. The children will write final drafts for their monster stories.
2. The children will compile their stories into books, which will be placed on a special shelf in the classroom.

Materials:

- paper and pencils
- crayons and/or markers
- construction paper
- hole punch and yarn
- video camera and tape

Activities:

- The children will carefully write final drafts of their stories, using suggestions made by me and their fellow students.
- The children will create illustrations to highlight their stories.
- The children will include a title pages and copyright pages in their books. They will also create table of content pages, if appropriate.
- The children will decorate posterboard covers for their books. Three holes will be punched along the left side of the covers. The children will use yarn to tie their books together.
- If time allows, they will share their books with small groups.
- The last 20 minutes will be devoted to video taping interviews.

Questions:

- What are some attributes that real books have that would make our books look more professional?
- How will you decide where to place your illustrations on the pages?

2-21-92

READING LESSON

Objectives:

1. The children will watch The Secret of NIMH, a movie based on the book, Mrs. Frisby and the Rats of NIMH.
2. The children will compare/contrast the movie with the book.

Materials:

- the movie, The Secret of NIMH
- the book, Mrs. Frisby and the Rats of NIMH
- VCR
- video camera and tape

Activities:

- Watch the movie for approximately 30 minutes.
- Compare/contrast the movie and the book as a class for approximately 15 minutes.
- Finish videotaping the children's interviews.

Questions:

- So far, how does the movie compare to the book?
- How does the movie contrast with the book? Has anything been left out? Added?
- What do you like better about the book? What do you like better about the movie?
- Do you think the characters act the same way in the movie as they do in the book?
- Why do you think the writers of the movie chose to change certain things and leave some the same? How did they know what to change?
- What would you have done differently if you were the movie writers?

READING LESSON

Objectives:

1. Using a prediction chart, the children will describe what they have read so far, what they think will happen next, and why they made the predictions they did.
2. Using what they know about the parts of a story, the children will write a story as a class.
3. The children will complete the interviews they have been working on.

Materials:

- prediction chart
- paper and pencils

Activities:

- The children will complete a fourth prediction chart. As a class, we will discuss how the predictions they have made in the past compare with what actually happened in the story.
- As the children prepare their interviews for video taping, They will write a story as a class. I will write the beginning of a story on a piece of paper. Each child will spend a few minutes adding to the story. I will remind them that they need to remember the parts of a story (beginning, middle, and end).
- The children will finish preparing their interviews. They will be encouraged to use props and bring costumes from home if they like. We will discuss things to remember while video taping. (Tone and volume of voice, facing the camera, acting like the characters, etc.)

Questions:

- What things have happened since the last time we wrote on our charts? Do your predictions match what happened in the story? If they don't, does that mean that your predictions were bad? Why not?
- What things do we need to remember as we write this story? What are the three parts of a story that we should keep in mind? Which part of the room is going to be responsible for the beginning? The middle? The end? What is included in each part?
- Now that you know what you are going to say in your

interviews, what things can you do to make them very realistic? When we begin video taping tomorrow, what things do we need to remember? Is there just one right way to do these interviews?

Prediction Chart

What characters have we met so far?	What is the conflict in the story?	What are your predictions?	Why did you make those predictions?

2-25-92
2-26-92

READING LESSON

Objectives:

1. The children will listen to an example of fluent reading.
2. The children will video tape the interviews they have been working on.

Materials:

- Mrs. Frisby
- video camera and tape

Activities:

- I will read Mrs. Frisby aloud for approximately 20 minutes.
- I will check for understanding by asking the children questions and eliciting discussion.
- We will review the rules for video taping.
- We will review things to remember while video taping.
- I will video tape interviews for approximately 30 minutes.

Questions:

- What happened in the story today?
- What would have happened if the characters had done things differently?
- How do the characters feel about what is going on? What did we read that makes you think that? How would you feel if you were the character?
- What do you think will happen next? Why do you think that? What else could happen? Why?
- One more time, what things do we need to remember while we are video taping?

2-27-92

2-28-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently for enjoyment, and to solve problems on their own.
3. The children will complete the phrase, "I feel good when..." with as many entries as possible as a creative writing activity.
4. The children will use their comprehension of the story to create posters encouraging others to read this book.

Materials:

- Mrs. Frisby
- paper and pencils
- construction paper and crayons

Activities:

The children will work in stations.

Station 1 (Guided Reading):

-I will ask for predictions before we begin reading. Each child will then read aloud. When a child comes to a word he doesn't know, I will encourage the child to try the word before the group gives him help. I will encourage clear enunciation and fluency of expression.

Questions: Knowing what you know from what we read yesterday, what do you think will happen today? Why do you think so?

How can you figure out what that word means? Show me.

What was something that (NAME) did well as he read? What was something he could work on?

Station 2 (Super Quiet Uninterrupted Individual Reading Time):

- The children will read Mrs. Frisby (or another book if they have finished Mrs. Frisby) independently to practice solving problems on their own.

Station 3 (Writing):

- The children will use this time to finish the statement, "I feel good when..." with as many phrases as possible.

Questions: What are some things that make you feel good? Why do they make you feel good?

Station 4 (Advertisements):

- The children will design posters that advertise Mrs. Frisby, and that will encourage someone else to read the book.

Questions: What kinds of things do you see on posters advertising things? What kinds of pictures are on them? What kinds of things do they say? If we were to advertise our book, what kinds of things could we say?

READING LESSON

Objectives:

1. The children will finish watching the movie, The Secret Of NIMH.
2. The children will compare/contrast the book, Mrs. Frisby and the Rats of NIMH to the movie, The Secret of NIMH.
3. The children will read Mrs. Frisby aloud in pairs to practice solving problems on their own, to encourage each other, and to offer suggestions to their partners.

Materials:

- the movie, The Secret of NIMH
- the book, Mrs. Frisby and the Rats of NIMH

Activities:

- We will watch the rest of The Secret of NIMH.
- As a class, we will compare/contrast the movie to the book. I will stress the differences and ask the children to explain why the movie writers felt it was necessary to change the book.
- We will discuss what kinds of things good readers do.
- The children will spend the remaining time reading to their assigned partners. I will instruct them to take turns. One child will read a paragraph, then the other child will tell the first child what he/she did well, and something he/she could do better. I will instruct them to stress the positive.

Questions:

- How did the movie and the book compare to each other? How did they contrast? Why do you think the writers of the movie chose to write the movie so differently than the book was written?
- What kinds of things do good readers do? What is something you feel you yourself have improved on since we started reading Mrs. Frisby? How can you keep improving? How can you help other people keep improving?

READING LESSON

Objectives:

1. The children will work in groups of seven to write a story.
2. The children will read independently to practice solving problems on their own.
3. The children will share their stories with the class.

Materials:

- paper and pencils
- Mrs. Frisby
- VCR and tape of interviews

Activities:

- In their station groups, the children will write an Add-A-Story. I will give each group the first line of a story and the beginning of another idea. The children will take turns adding to the story, a few lines at a time until they each story has a beginning, a middle, and an end. While one child is writing in each group, the rest of the group will read silently.
- Each group will choose one person to share the stories with the rest of the class.
- We will watch the interview videos recorded the previous week.
- If time allows, I will read Mrs. Frisby aloud to the children, working on vocabulary, prediction, and comprehension.

Questions:

- What are the three parts of a story we need to remember as we write these stories in our stations? What other kinds of things should we be thinking about as we write these stories?
- Listen to this sentence again as I reread it. What do you think _____ means? Why do you think so?
- What do you think will happen next? Why do you think so?
- What has just happened? What did I just read that tells you that?

3-04-92

3-05-92

READING LESSON

Objectives:

1. The children will read orally for fluency and comprehension.
2. The children will read independently to solve problems on their own using the three cueing systems.
3. The children will show their comprehension of the story so far and use higher level thinking skills by playing a pathfinder game.
4. As a writing activity, the children will write a short report explaining five reasons they liked this book, and five things they did not like.

Materials:

- Mrs. Frisby
- Pathfinder game
- paper and pencils

Activities:

The children will work in four stations. They will spend approximately 30 minutes in each station.

Station 1 (Guided Reading):

-I will ask the children what we have read so far. Then I will ask the children for predictions. I will be sure to have the children back their predictions with things they have read in the book already, and with their own background knowledge. Each child will then read aloud. When one comes to a word he/she does not know, I will help them use our three steps to figure out the meaning of the word. I will encourage overdramatization of the text to emphasize fluency and expression. The children will be responsible for telling each other what they do well and what they could work on.

Questions: What has happened so far? What do you think will happen next? Why do you think so?

How can you figure the meaning of that word?

How can you figure out how to pronounce it?

What does _____ do well? What could _____ work on?

Station 2 (Super Quiet Uninterrupted Reading Time):

-The children will read Mrs. Frisby independently to practice using the three cueing systems together to solve problems on their own.

Station 3 (Pathfinder Game):

-See attached game and questions.

Station 4 (Writing):

-The children will use this time to write a short report that explains five things they liked about reading the book, and five things they didn't like.

Questions: Think about the things we read, and the activities we did. Brainstorm for a few minutes and on this form write the five most important things. Then brainstorm for a few minutes and write all the things you didn't like. Write down the five most important. After each thing you liked and each thing you didn't like, make sure you tell me why.

03-06-92

Mrs. Frisby and the Rats of NIMH
READING TEST
PART ONE--ORAL QUESTIONS

1. Tell three events in the story that you think are important. Why are these three events so important?
2. Think about the scene at the beginning when Mrs. Frisby goes to Mr. Ages for medicine for Timothy. How would this scene have been different if it had taken place in a desert? Write about three ways it would have been different.
3. Write down a time that someone helped Mrs. Frisby. Now, write a paragraph that tells me why she couldn't have done what she did without help.

NAME _____

MRS. FRISBY AND THE RATS OF NIMH
TEST

Directions: Read each sentence. Then decide which definition best defines each underlined word. Circle your answer.

1. Timothy' fever was so high that he became delirious.
 - a. He was angry and fought with his brother and sisters.
 - b. He was in a good mood and laughed and played.
 - c. He saw things that were not there and said things that did not make sense.
 - d. He was very hungry and asked for something to eat.
2. Mrs. Frisby saw a black object plummet from the sky and hit the ground hard.
 - a. The object was floating slowly through the air.
 - b. The object made a very loud noise.
 - c. The object flew away and was never heard from again.
 - d. The object fell quickly.
3. When you read aloud, you should always enunciate so that others can understand you.
 - a. You should memorize what you are reading.
 - b. You should speak clearly and move your lips.
 - c. You should yell loudly.
 - d. You should skip the punctuation.

Directions: Read each question. Then circle the answers.

4. Even good readers make mistakes. Below are four mistakes that readers make. Circle the two that are GOOD MISTAKES.

- a. You read a word wrong, but it does not change the meaning of the story.
- b. You do not even try to say a word you do not know.
- c. You do not understand the story, but you just keep on reading anyway.
- d. You are not sure how to say a word that you come to, so you reread a few words before it.

Directions: Read each question. Then fill in your answers on the blank lines.

5. What three things should you do when you come to a word you do not know?

1. _____

2. _____

3. _____

6. Name two conflicts in the story.

1. _____

2. _____

7. Think about when we COMPARED the movie to the book. Write two comparisons on the lines.

1. _____

2. _____

Tell me three things you LIKED about the story.

1. _____

2. _____

3. _____

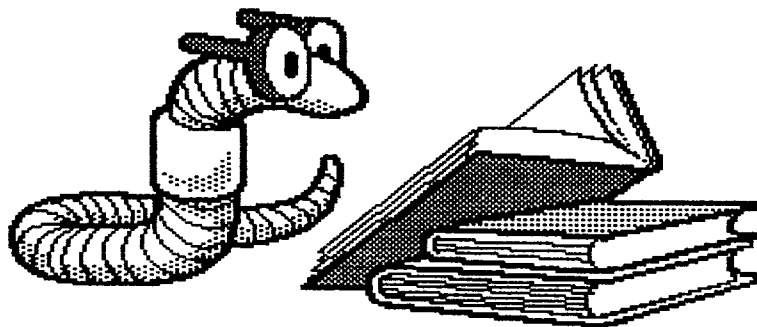
Tell me three things you DID NOT LIKE about the story.

1. _____

2. _____

3. _____

READING AWARD



This is to certify that

has successfully completed
Mrs. Frisby and the
Rats of NIMH

